DOCUMENT RESUME

ED 241 141 PS 014 171

TITLE	First Annual Early Childhood Institute: Institute Proceedings (Tifton, Georgia, September 18, 1982).
INSTITUTION	Georgia Univ., Athens. Cooperative Extension Service.
PUB DATE	Sep 82
NOTE	74p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Child Development; Creativity; Decision Making; Disabilities; *Early Childhood Education; Infants; *Inservice Teacher Education; Language Handicaps; Learning Activities; Nutrition; Parent Teacher Cooperation; Story Telling
IDENTIFIERS	Georgia

ABSTRACT

Included in this proceedings is a schedule of activities and the text of addresses made at a one-day institute for educators. Dr. Asa Hilliard of Georgia State University delivered the keynote address, which focused on the power of teaching to make a difference. Ten additional topics were addressed in four subsequent sessions. Papers given in the first and second sessions included (1) "The 'Warm Fuzzies' against the 'Cold Pricklies' in the Battle for the Whole Child," (2) "Lizards, Language, and Leprechauns: Learning Activities for Children Ages 3-5," (3) "Working with Handicapped Children," (4) "Infant Settings," and (5) "Economic and Creative Nutrition for Young Children." Papers given in the remaining two sessions included (1) "Encouraging Decision-making in Your Children," (2) "Communicating with Parents," (3) "Storytelling Techniques," (4) "Identifying Speech and Language Disorders in Young Children," and (5) "Inexpensive and Creative Learning Materials/Activities for ages 3-5." (BJD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241141

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Rural Development Center

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

INSTITUTE PROCEEDINGS

SATURDAY - SEPTEMBER 18, 1982

RURAL DEVELOPMENT CENTER TIFTON, GEORGIA

SPONSORED BY:

COOPERATIVE EXTENSION SERVICE/RURAL DEVELOPMENT CENTER

with cooperation from

- **Georgia Department of Education**
  Early Childhood and Middle Grades Education
- **Georgia Department of Human Resources**
  Child Care Licensing Section
- **Georgia Association on Young Children**
- **Georgia Preschool Association**
- **Southern States Office of Save the Children**
- **Council for Children**

PS 014171

COOPERATIVE EXTENSION SERVICE

university of georgia college of agriculture

THE UNIVERSITY OF GEORGIA, THE U.S. DEPARTMENT OF AGRICULTURE AND COUNTIES OF THE STATE COOPERATI

Welcome . . .

. . . to the FIRST ANNUAL EARLY CHILDHOOD INSTITUTE! The program planning committee, cooperating professional agencies, guest speakers and exhibitors have combined their efforts and resources to make this Institute an exceptional educational and professional event.

We hope you will have an informative and enjoyable day and will find these proceedings useful, both now and later, in your work as an early childhood educator.

Melba G. Cooper

Melba G. Cooper
Institute Chairperson
Conference Coordinator
Rural Development Center

Note: Please make plans now to attend the SECOND ANNUAL EARLY CHILDHOOD INSTITUTE on Saturday, September 17, 1983.

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

PLANNING COMMITTEE

Marian H. Adkins
Math and Early Childhood Specialist
Coastal Plains CESA — Valdosta

Linda B. Brewer
Regional Director, Child Care Licensing Section
Georgia Department of Human Resources — Hazlehurst

Paul W. Craig
Educational Consultant, Staff Development
Coastal Plains CESA — Valdosta

Jeanine Dell
Standards Surveyor
Child Care Regulatory Services Unit
Georgia Department of Human Resources — Valdosta

Annette Googe
Standards Surveyor
Child Care Regulatory Services Unit
Georgia Department of Human Resources — Tifton

Martha Hallford
Standards Surveyor
Child Care Regulatory Services Unit
Georgia Department of Human Resources — Albany

Ann Moylan
Child Development and Family Relations Instructor
Georgia College — Milledgeville

Vicky Orr
Individual Enrichment Program Director
First Baptist Church — Tifton

Linda H. Pruitt
Early Childhood and Middle Grades Education Consultant
Georgia Department of Education — Atlanta

Diane J. Statham
Southwest District Agent, Home Economics
Georgia Cooperative Extension Service — Tifton

REFRESHMENTS

Compliments of

ACC DISTRIBUTORS
Albany, Georgia

and

PET DAIRIES

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

Table of Contents

Program Schedule iiii

Keynote Address 1

The "Warm Fuzzies" Against the "Cold Pricklies" in the Battle for the Whole Child 5

Lizards, Language & Leprechauns: Learning Activities for Children (Age 3 to 5) 9

Working with Handicapped Children 14

Infant Settings 17

Economic and Creative Nutrition for Young Children 24

Encouraging Decision-Making in Young Children 32

Communicating with Parents 39

Storytelling Techniques 48

Identifying Speech and Language Disorders in Young Children 54

Inexpensive and Creative Learning Materials/Activities (Age 3-5) 61

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE
Program Schedule

TIME	ACTIVITY	LOCATION
8:00 a.m. — 9:00 a.m.	REGISTRATION AND REFRESHMENTS EXHIBITS	Main Lobby Expo Area
9:15 — 9:30 a.m.	OPENING SESSION	Auditorium
9:30 a.m. — 10:00 a.m.	KEYNOTE ADDRESS Presider: Linda Pruitt Speaker: Dr. Asa Hilliard Fuller E. Callaway Professor of Urban Education Georgia State University	
10:15 a.m. — 11:15 a.m.	SESSION I	
	Topic: The "Warm Fuzzies" Against the "Cold Pricklies" in the Battle for the Whole Child Presiders: Vicky Orr and Debbie Purvis Speaker: Dr. Doris Pearce, Director, Home Economics Nursery School, Associate Professor of Child Development Georgia Southern College	Auditorium
	Topic: Lizards, Language & Leprechauns: Learning Activities for Children (Age 3 to 5) Presiders: Marian Adkins and Jeanine Dell Speaker: Sandy Bostelman Early Childhood Educational Consultant	Room 1
	**Topic: Working with Handicapped Children Presiders: Merlyn Harris and Diane Statham Speaker: Diane Andrew Speech-Language Pathologist Valdosta State College	Rooms 2 & 3
	Topic: Infant Settings Presiders: Diane Statham and Linda Brewer Speaker: Dr. Polly Adams Associate Professor of Early Childhood Education Columbus College	Rooms 4 & 5
	Topic: Economic and Creative Nutrition for Young Children Presiders: Glenda McCann and Annette Googe Speaker: Mary Kent Davidson Child Development Specialist Georgia College	Rooms 6 & 7
11:30 a.m. — 12:30 p.m.	SESSION II (Repeat of Session I)	
12:30 p.m. — 1:30 p.m.	LUNCH AND EXHIBITS	Expo Area
1:30 p.m. — 2:30 p.m.	SESSION III	
	Topic: Encouraging Decision-Making in Young Children Presiders: Louise Woodham and Martha Hallford Speaker: Ann Moylan Child Development and Family Relations Instructor Georgia College	Auditorium
	Topic: Communicating with Parents Presiders: Vicky Orr and Glenda McCann Speaker: Dr. Andrew D. Carroll Associate Professor of Education Georgia Southwestern College	Room 1
	Topic: Storytelling Techniques Presiders: Annette Googe and Louise Woodham Speaker: Sharon K. Meinhardt Early Childhood Regional Consultant Georgia Department of Education	Rooms 2 & 3
	**Topic: Identifying Speech and Language Disorders in Young Children Presiders: Debbie Purvis and Jerry Walker Speaker: Diane Andrew Speech-Language Pathologist Valdosta State College	Rooms 4 & 5
	Topic: Inexpensive and Creative Learning Materials/Activities (Age 3-5) Presiders: Martha Hallford and Barbara Gosser Speaker: Martha Lou Royer Early Childhood Educational Consultant	Rooms 6 & 7
2:45 p.m. — 3:45 p.m.	SESSION IV (Repeat of Session III)	
3:45 p.m. — 4:30 p.m.	EXHIBITS	Expo Area

**Available only once

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Asa Hilliard
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

KEYNOTE ADDRESS

by

Dr. Asa Hilliard
Fuller E. Callaway Professor of Urban Education
Georgia State University

Cooperative Extension Service/Rural Development Center

The airstrip looked as small as a postage stamp from the air, hardly visible in the heavy forest. Minutes after landing in a small plane in the interior of Suriname, in South America, our group was aboard a 20 foot long canoe fitted with an outboard motor. Two boatmen, one on the point to serve as a guide and one to work the motor in the rear, skillfully guided the long canoe at high speed up the river and through rocky rapids. The sides of the river had steep hills which were alive with small groups of women and children who were wearing beautiful bright colors against the deep green vegetation. These people, the Saramanca, are the descendants of African captives who, nearly three hundred years ago, escaped from their captors and established and defended a nation within the Dutch colonial empire. These were called Maroons. Several maroon groups survive to this day with an old African culture almost intact. I was interested in their children and in the educational system which they had created.

Our group, a multi-disciplinary team of scholars, met with Saramanca leaders and had permission to learn about Saramanca culture.

After visiting several villages, conducting interviews, and conducting medical examinations, we met with village chiefs and selected scholars from Suriname to gain further perspective. Among the things which we observed were the following:

1. As with almost all previous studies, we saw that the young children were "precocious".

They were well developed and alert, in spite of recently growing economic problems, problems which effect medical care and nutrition.

2. We saw that children were kept in close contact with their mothers, skin to skin, and later in close contact with their extended family, the whole village.

3. We saw that the children were socialized from the beginning by being included in virtually everything that happened in the village, even such "adult" activities as meetings and trials.

4. We saw that children had a safe play environment which was rich in stimuli, and that they explored in age mate groups with whom they were strongly identified.

5. We saw that the culture was rich in rituals which taught major lessons by symbolic processes.

6. We saw that children learned their values by imitating the behavior of others.

7. We saw that storytelling was a powerful teaching strategy. Such stories as those about Anansi, the spider, a trickster, and many others were abstract analogues embodying fundamental principles for living.

8. We saw not one single bit of evidence of aggression during all the days that we were with the Saramanca in the interior.

In short, we saw excellent physical and social development, rapid learning, and a profoundly human community living in harmony with themselves and with Nature. Yet, we also saw how quickly everything could change for the worst. The Saramanca are now threatened by economic development projects such as dams for hydroelectric power on their ancestral homes) by missionaries who have no respect for their ways of life and who insist on changing them, and by many other factors. We see the effects of a new poverty and the beginnings of cultural disintegration.

Villages are now populated, for the most part, by the very old, the very young, and by women. The young men have gone to the big cities to work for cash which the village now needs. The women, therefore, are left with the chores of doing double work. They farm, clean, cook, raise children, and care for the old, in large measure. Hypertension is indemic now, as is vitamin deficiencies and poor nutrition. There are few

fish in the river and few men to hunt. Protein is low. Now a few mothers are beginning to have trouble nursing their babies due to their own poor health situation.

We saw the old and the new side-by-side. The new seems to have brought many troubles.

I will share another experience before making my main points. Several months ago, a group of volunteers, including professors, students, parents and community workers started a Saturday school for pre-schoolers through twelfth grade. It was located in the Carver Homes Housing Project in Atlanta. It ran from January through the end of the school year. Initially, it attracted 25 or so children and had grown to more than 50 by the end of the year. Children were alert, eager and were rapid learners. We had excellent parent support and superior leadership from the presidents of three tenants associations. In a very short period of time, we began to see social and academic gains. Such gains are well documented in many other places around the country.

The point of the whole matter is this. Superior child performance can be lost through the breakdown of supportive social systems. On the other hand, superior child performance can be generated by the provision of appropriate supportive systems. Yet, in spite of the clear evidence of the key role of social, economic, and pedagogical support in producing child achievement, we tend to overlook these areas in our planning, explanations, and practices. In short, we tend to be preoccupied with the wrong questions. We are captured by questions which focus on the internal state of the child. "What is the self-concept of the child?" "What is the mental capacity of the child?" "What is the social competence of the child?" We ask these questions as if we believe that such things as self concept, intelligence and social competence are the causes of student performance rather than the results of the types of support which they receive. It makes a great deal of difference which of these views we hold.

The simple fact is, that whether in Suriname, Carver Homes, or any other place, teachers do now and always have had the power to assist students to do well. However, from time to time, we lose confidence in our own abilities and in those of the students. When that happens, both we and the children lose and tragedy is the result. We must study our power more than our failures if we are to guarantee for ourselves and for our children the wonderful experience that learning can be.

SELECTED BIBLIOGRAPHY

Counter, A., & Evans, D. L. I Sought My Brother: An Afro-American Reunion. Cambridge, Massachusetts: MIT Press, 1981.

Donaldson, M. Children's Minds. New York: W. W. Norton & Co., 1978.

Fuller, R. In Search of the I.Q. Correlation. Stoneybrook, New York: Ball-Stick-Bird Publications, Inc., P.O. Box 592, Stonybrook, N.Y. 11790, 1977.

Hilliard, A. G. "The Marcon Within Us: The Lessons of Africa for the Parenting and Education of African-American Children". Paper presented in a lecture series at Memphis State University, Memphis, Tennessee, April, 1982.

Hilliard, A. G. "The Strengths of African-American Children and Families". Catherine Maloney Memorial Lecture, City College of New York, 1982.

Pearce, J. C. Magical Child. New York: E. P. Dutton, 1977.

NOTES
on
KEYNOTE ADDRESS

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

THE "WARM FUZZIES" AGAINST THE "COLD PRICKLIES" IN THE BATTLE FOR THE WHOLE CHILD

BY

Dr. Doris Pearce, Director
Home Economics Nursery School
Associate Professor of Child Development
Georgia Southern College

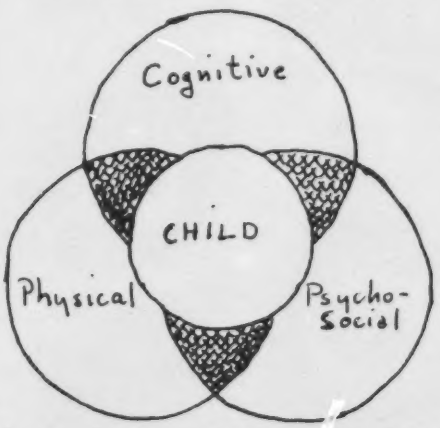
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Doris Pearce

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

THE WHOLE CHILD CONCEPT



Growth is complex; its aspects closely interrelated. What happens to the child in the physical-motor area has an effect upon the intellectual-cognitive area and also on the psychosocial (social-emotional) area. We are WHOLE PERSONS and the reciprocal interaction between each area or aspect of our development determines whether we grow up balanced or out of balance (one-sided). Over emphasis upon the intellectual-cognitive aspect will have a negative effect upon both the physical-motor and the psychosocial aspects. Neglect or abuse in the psychosocial aspect will have negative effects upon both the intellectual-cognitive and the physical-motor aspects of the child or person.

Quickly answer the following questions:

Have you had your usual breakfast today?_____
Does any part of your body feel painful or uncomfortable?___
How much do you think about this discomfort?_____
Will your body protest over sitting so long this morning?___
Will you need a physiologic break before this first session is over?_____

What worries do you have about things at home or on the job while you are here?_____
Has anything unpleasant happened to you already today?_____
How do you usually feel about workshops anyway?_____
_____
Do you feel comfortable or uncomfortable talking in groups of strangers?_____
Are you here of your own choice or were you told to attend?
_____

What do you expect to learn today?_____
Is learning easy or hard for you usually?_____
If you heard the Keynote Speaker, what was your major learning from that?_____
Did you get the opportunity to select the topics you most wanted to attend?_____
Do you usually learn better by:
_____Listening
_____Listening and taking notes
_____Listening and seeing visuals or displays
_____Listening, seeing and doing (making things, moving around, etc.)
_____Reading alone

Did you notice that the questions above are related to your physical, your psychosocial and your cognitive aspects of your whole person?

What conclusions can you draw from your answers?

WARM FUZZY BIBLIOGRAPHY

Jalmar Press, Inc.
6501 Elvas Avenue
Sacramento, Ca. 95819

1. T.A. for TOTS, by Alvyn M. Freed, $8.95, paperback
2. T.A. for TOTS, Cassette, $9.95
3. Songs of the Warm Fuzzy, LP album, $5.95
4. The Warm Fuzzy Song Book, $3.95
5. Warm Fuzzy Today I'm OK, poster, $1.00
6. The Original Warm Fuzzy Tale, by Claude Steiner, paperback, $3.95
7. Warm Fuzzy Club, annual dues $4.00 (receive announcements of publications, a certificate and the Warm Fuzzy News)
8. Warm Fuzzies - minimum order 50 @ $.50 each
9. Pajamas Don't Matter (or what your baby really needs), by Trish Gribben, $5.95
10. The Parent Book: The Holistic Method for Raising the Emotionally Mature Child, $9.95

Argus Communications
1 DLM Park, Box 5000
Allen, Texas 75002

1. Fuzzies: A Folk Fable for All Ages, by Richard Lessor, $2.50

NOTES

on

THE "WARM FUZZIES" AGAINST THE "COLD PRICKLIES" IN THE BATTLE FOR THE WHOLE CHILD

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

LIZARDS, LANGUAGE & LEPRECHAUNS: LEARNING ACTIVITIES FOR CHILDREN (Age 3 to 5)

by

Sandy Bostelman
Early Childhood Educational Consultant

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sandra Bostelman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

Learning is an active process for the young child. He learns by doing things to, with or about what he is experiencing through his senses--by seeing, touching, hearing, tasting, smelling, experimenting, combing and testing qualities of objects. What we must do to enhance his development is to provide an environment where he can "do" as much as possible. This environment should consist of concrete activities that provide the child with a knowledge of himself and the world around him.

Learning activities should meet his needs intellectually, socially, emotionally, physically, and aesthetically. Programs should be flexible and child centered. One of the most effective ways to meet these needs is through the guidance of children's play. A great deal of imagination is needed to provide children with a rich variety of satisfying experiences for learning in some of the places where they may be growing up today. To learn easily, the young child is dependent, to some degree, on our interest and encouragement. This becomes less important as the child grows older, but it is helpful for us to be reminded that we have great guidance responsibility to the children entrusted to our care.

Teachers and caregivers must find time to assist children in discovering ways in which materials can be used. Using blocks to develop concepts of cooperation and symmetry or dealing with perceptual confusion with that first jigsaw puzzle merits and requires our help.

We should not assume that children are either capable or incapable of using developmental materials. Rather, we should

spend time observing the child's use of toys, games, and other instructional materials. Then we can use these observations to help children develop and discover new ways to use the materials.

If you are planning for a group of children to play with water, ask yourself what experiences you can provide for them with water. How can you arrange these experiences so children can be free in their play? For example, putting a piece of plastic under the tub of water means that spilling is not serious. Putting plastic aprons over the children's clothes keeps them dry.

Instead of "teaching" mathematics, count everything, measure everything, sort and classify, compare sizes. Instead of "teaching" art, paint, manipulate playdough, look at pictures, mix colors, dance, make music. Instead of "teaching" science, taste things, smell things, examine the world with magnets, prisms, magnifiers, and levels.

Children three and four years of age like to explore, to investigate, and to imagine. They like to pretend that they are mothers and daddies, doctors, cowboys or anyone else. They are now playing together in more purposeful ways. Their speech is more equal to the expression of their needs. They are eager for attention and approval from adults and for contact with other children. Each is finding his place in the world.

To organize experiences and to provide dramatic play opportunities, have you ever considered the use of a prop box? A prop box is composed of specialized items combined to foster a specific type of play. This combination of ordinary housewares can afford a child hours of enjoyment while providing an educational experience.

Therefore, this consists of real things from the real world. There is quite a bit of difference between a "toy" and "the real thing." Children know this. There is quite a difference between play that fizzles because it has nowhere to go and nothing to go with and play that can continue and stretch children's interests.

To this end, I suggest making a prop box. A prop box contains the kind of things which prevent play from becoming stale or from stopping altogether. Watch the play. Where is it going? What will keep it going?

What does a mechanic need when he wants to repair cars or bikes or trains or planes? Tools, parts, wires, flashlight, etc. What does an astronaut need when he is about to visit the moon? Proper clothing, instruments, a space panel, food containers, camera, etc.

What might a nurse require in order to tend an emergency case? Bandages, medicine bottles, hot water bottle, uniform, etc. The "et ceteras" are the most important things. The "et ceteras" are what make a prop box a never-ending learning resource. Important, too, is the fact that the materials for the boxes are not bought. They are materials that you already have or could probably get from a friend.

Consider the following observations about prop boxes:

1. They are often just what we need for boys. They are not sissy stuff. They do men's work!

2. They lead to excellent beginning concepts of future occupational opportunities. They are work oriented. They beautifully supplement housekeeping activities. They beautifully supplement spontaneous role-playing of any sort.

3. They are flexible. By being easy to carry, they can be used anywhere--by one or several children, inside or out.

4. They provide attractive, immediate storage space for a tremendous variety of very useful "things" which become categorized naturally and are easily obtained.

Boxes of props may be started as children need materials to extend their play (electrical switches, wire and pliers for the electrician; plastic flowers and vases for the florist). The props are real and that is their appeal. They can be made to order by the players at the art center or the carpentry table. Consequently, they are meaningful because they are made the way a child thinks they should be made.

SOURCES FOR FREE OR INEXPENSIVE PLAY MATERIALS

Moving Companies: Overseas moving companies may occasionally pack with large, amazingly well-built crates for the cost of transportation. They make excellent playhouses. You may be able to get fiberboard drums, also. It's worth a try!

Builders and Road Construction: New construction offers at least the possibility of obtaining an unused sewer pipe for the playground.

Paint Stores: Paint color cards and wallpaper books are fun color experiences. The wallpaper books make excellent collages. Old paint brushes are great for painting buildings with water.

Fabric Shops and Factories: Stores that carry bolt fabric discard the inner cardboard form which makes an excellent

plaque for children's art work. You may also find ribbon scraps and fabric remnants to add to your art materials if you do not get enough from sewing mothers.

Home: Discarded clothes (Maternity tops are perfect because they need no hemming!), ties, shoes, frilly petticoats and pocketbooks make excellent "dress up" items. Even a bridal veil can be made by attaching old curtains to a clip hat.

Paper Companies: Paper companies are a source for obtaining fiber and metal drums to be used for castles, tunnels, toy chests, and space ships.

Mattress Factories: You can often purchase from factories scraps of foam used to make mattresses and pillows. These scraps make excellent soft blocks and "sit upons." They are also good for stuffing soft toys.

Newspaper Offices: Low-cost newsprint for art work may be obtained from newspaper offices.

Print Shops: Print shops are a good source for paper supplies, even scrap colored paper. Discontinued items may be secured for little or nothing.

Variety Stores: Variety stores offer a wealth of discontinued items that can be turned into "beautiful junk."

BIBLIOGRAPHY

Baker, Katherine Baker and Fane, Xenia F. Understanding and Guiding Young Children. Prentice-Hall, Inc., Englewood Cliffs, New Jersey (1975).

NOTES
on
LIZARDS, LANGUAGE & LEPRECHAUNS: LEARNING ACTIVITIES
FOR CHILDREN (3 to 5)

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

WORKING WITH HANDICAPPED CHILDREN

by

Diane Andrew
Speech-Language Pathologist
Valdosta State College

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Diane Andrew
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

What makes one- to three-year-olds both wonderful and frustrating is that they want to learn about everything: people, clothes, food, furniture, tools, cars, animals, books, grass, sticks, flowers, dirt--you name it--if they can get their hands on it, if they can just see it, they are interested. To them, the world is brand new, and they are experiencing it for the first time. By the time they are three years old, they will have spent more than a thousand days examining what's around them; they will have absorbed a good deal of information and come to some conclusions of their own about the fruits of learning, conclusions that may stay with them for the rest of their lives.

These children are supertots; by age three they will have developed a positive attitude toward themselves, life, and learning that will enrich their entire lives.

It is necessary and important to provide stimulating play situations for one- to three-year-old children. Doing this takes skill, forethought, and organization, but in the long run, the effort is worth it. One- to three-year-olds are known for their terrible negative moments. The phase "terrible twos" comes from the experience many people have with children who seem to defy any and all efforts toward peaceful, pleasant negotiations. The energies that supertots devote to learning can drive you crazy at times.

Supertots don't care much for your needs. A supertot is not necessarily the smartest, toughest, fastest kid on the block, but a child who feels loved, likes the world, and continues to

want to learn about it.

The kind of education that is needed is a gentle and joyous and casual kind of education that goes on as naturally as conversation and play. For that is precisely it: conversation and play are the two main ingredients of high-quality education for supertots.

To teach your child in the best way, you must first learn to identify and support your child's investigations. Watch. What is your child interested in at the moment? The cat? The fringe on the couch? The new toy that Grandma brought? Whatever it is, allow your child to find out more about it, provided the investigations are safe.

Second, talk about whatever it is that interests your child. Name it, describe it, ask questions. Talk with your child, not at him or her. Don't overdo it. Try to guess what your child would like you to say or tell about. If you think he or she would like you to be quiet, be quiet.

Third, introduce new experiences at the right moment. If your child is absorbed in watching the cat, don't distract him or her by calling attention to the new toy. Wait until an appropriate moment comes.

Some people think learning is something that happens in the brain only. They think "educational toys" promote learning better than anything else. They are misinformed. Learning for children involves the whole body: eyes, ears, mouths, teeth, hands, feet, tummies, arms and legs. All parts of the body need to be valued and exercised.

Learning involves emotions, too. Learning how you feel about something is especially important to very young children who have already experienced a full range of emotions before they are able to identify them. Learning that others, especially you, share the same kinds of comfortable and uncomfortable feelings is crucial. Learning to trust others is essential for developing attitudes about the outside world and wanting to learn more about it. In short, all aspects of your child's growth are important: intellectual, creative, social, emotional, and physical. As a teacher of a supertot, you can foster a balanced development for your child.

BIBLIOGRAPHY

Marzollo, Jean. Supertot. New York: Harper and Row, 1979

NOTES
on
WORKING WITH HANDICAPPED CHILDREN

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Polly Adams
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INFANT SETTINGS

by

Dr. Polly Adams
Associate Professor of Early Childhood Education
Columbus College

Cooperative Extension Service/Rural Development Center

When parents first use the services of an infant center, their baby is introduced to an environment specifically designed to nurture positive behaviors and to foster learning. New sounds, forms, and feelings will interact to influence what infants learn and, more importantly, how the learning will transpire. Certainly, many factors are involved in the acquisition of new patterns of growth and development; but at no other time will the physical setting play a more important role than during the first two years of life.

The tangible dimensions and components of any setting directly affect program philosophy, the range of activities that can be offered, and the attitudes of all present. As adults, our polluted senses overlook many aspects of the environment that are startlingly new to the infant. We cease to perceive the sharpness of table edges, the stiffness or softness of cloth and paper, the wallpaper designs, the cold, loud hum of appliances, and the noise of unattended televisions. Being much more sensitive to the environment, infants receive their messages through senses still unexposed to the frills of society. Their behavior is significantly affected by the characteristics of the physical setting in which they spend both waking and sleeping hours.

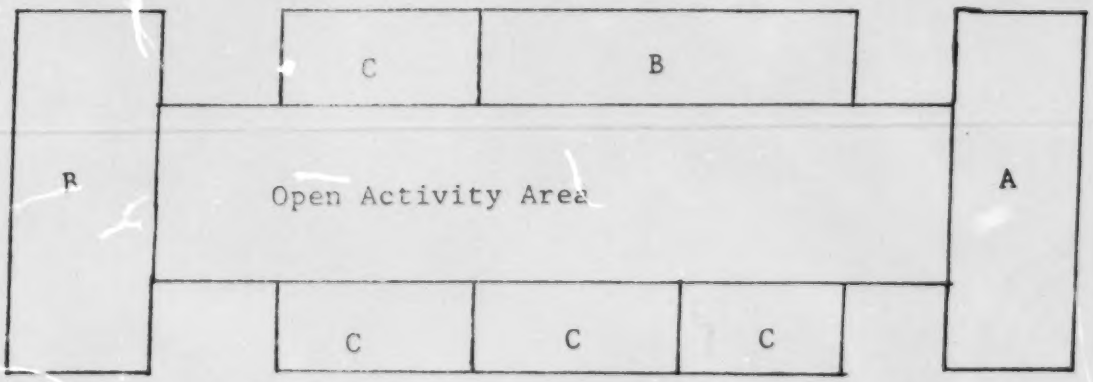
Unlike other animals, the human infant is dependent upon others to arrange and to regulate the world. Because infants act on objects in a physical manner and obtain information through their physical movements, this is the most important time for the physical world since it replaces

words. The communication received from the setting by the infant, which is distinctly manageable by an adult, sets the first, and lasting, patterns of behavior and learning.

Shapes of Settings

Ideally, an attractively designed environment allows for varied and creative work, play and custodial spaces. Located on spacious, wooded grounds, the detached infant center houses the children on ground level and the support staff on another. With maximum air, light, and sound control, the homelike atmosphere and surroundings meet all licensing standards for health, fire and safety. Additionally, the center is efficient in design and function, conveniently located for parents and staff and motivating, as well as supportive of all persons and activities.

Perhaps that description is a shade (or two!) removed from reality. Because involvement in building design and shape is typically beyond the expertise of teachers, it is necessary to be creative and resourceful with what is available. Not surprisingly, there are both advantages and weak points in all building shapes. In infant centers, a rectangular shaped building allows for good separation of areas and for ease of communication, but limits the flow of natural light. A circular design maintains both of the advantages of a rectangle, but is costlier, reduces the natural light supply even further, and poses an additional problem of furniture placement. The irregularly shaped setting, which is quite common, provides for good light, maximum window placement for visual stimulation, good separation of areas, decreased noise, travel ease to all areas by teachers, and versatility of area arrangements (Fowler, 1980). The advantages of the irregular shape outnumber those of circular and rectangular designs, although heat and cooling costs might be higher because of the increased outer surface. The design below illustrates how this shape can be used to meet program, staff, and infant needs.



A. Custodial Areas, including sleep, change, some gross motor, and support activity areas.

B. Program Areas, including fine and gross motor, eating, and socio-dramatic areas.

C. Professional Areas, including spaces for parent meetings, toilet and lounge, food service, health and isolation, professional library, observation and testing, storage and selected small group activity areas.

Needs of Settings

In the Custodial Areas, it will be important to accommodate the various sleeping differences and patterns. Provisions for a low noise level and decreased visual stimulation are mandatory. Permanent walls and the careful separation of areas will decrease the noise level in rest areas. An outside hedge, blinds, curtains, and plants can be used to control vision. A coolish temperature (68°F.), a well aired room, a rocking chair, and cribs 18 to 60 inches apart promote an excellent environment. Whenever possible, use high springs and mattresses to save the teachers' energy and backs.

For teachers in infant settings, a separate lounge and eating area will allow revitalization of morale and energy, as well as a deserved respite from the continuous involvement and adherence to schedules. Also in the Professional Area, a work room, which can house worktables, file cabinets, study space for one or two persons, and office equipment will help to promote professional growth and development of the staff members as they share ideas and pursue new avenues for infant stimulation. A library, which houses journals, books on selected topics, activity and child development texts, will be used provided time is made available during work hours. Observation, testing, conference rooms, and parent meeting spaces can be interchanged as need dictates. By making multi-use rooms attractive and inviting, positive additions are made to the professional atmosphere.

Depending on the amount of usable storage space, the Program Area will necessitate 30 to 50 square feet per infant. Generally, 35 square feet per child, with a minimum of 80 square feet being acceptable as a room size excluding kitchens, hall, and baths, is an adequate amount of space for non-mobile infants. Use the upper limits as guidelines for toddlers. Thirty to fifty infants in a center is a good size; when the enrollment exceeds 50, an impersonal feeling is apt to permeate the center. With a large number of infants, play must be painstakingly supervised as conflicts will increase and individual stimulation will decrease. This, in turn, will necessitate greater structure of activities and an attention to rule-orientation, neither of which is especially desirable (Fowler, 1980; Howell & Howell, 1979).

In designing each of the three areas, the flow of traffic must be carefully considered. Areas must be kept separate, yet they must assure communication between people and activities. Moveable partitions allow the regulation of light, movement, noise, vision, and activity, but may be both confusing and costly. Additionally, a constantly changing room arrangement or center results in discipline problems, feelings of transiency, and chronic disorder (Epstein, 1979).

Let arrangement of furniture, especially in the Open Activity Area, clearly tell what can occur in each space. Use free standing furniture to mark off areas and to provide barriers. Place all supplies for each area in an easily accessible location and decorate each space as if it were the only place in the room.

Maximizing Settings

Within the Program Areas and Activity Areas, as well as elsewhere, attention to the details of an infant's environment will result in a nicely balanced setting. What composes a room not only educates infants but parents as well. The following list highlights some of the major features that support the setting and program (for additional information consult state licensing regulations), and allow teachers and infants to function at their best (Todd & Hefferman, 1977).

Ceilings - To absorb the high-pitched voices of children and other sounds, use acoustical tile.

Walls - Vary textures and colors. Use cork or burlap to absorb noise (Fowler, 1980). Add an unbreakable mirror in the socio-dramatic area. Panel some areas. Paint, using non-toxic mixtures only, equipment with bright colors, but put gentle tones on the walls.

Floors - As this is a major learning surface for infants, it is actually a furniture component. Vary surfaces and textures, but always carpet sleep areas to reduce noise. Tile is best for gross motor areas.

Windows, Lighting, and Temperature -
Registering 68 F. to 70 F. between one and three feet above the floor, place the encased thermostat (Weiser, 1982). Windows should be close to the floor to encourage visual stimulation, but away from rest areas. Use artifical light where needed, especially inside spaces such as the Activity Area.

Bulletin Boards -

To stimulate infants and to communicate with parents, place several large boards in the center. Be sure each is changed regularly.

Storage Space -

For organization, place behind closed doors that which supports the program and place on open shelves what is needed for the day. Store and arrange like materials together. Have locked storage for all medications.

Personal Space -

For infants and teachers, a permanent space for possessions is needed. If lockers are available, use them to define and separate areas; their backs make excellent bulletin boards.

Conclusion

Carefully designed space enhances the teacher's activities and allows him/her to focus on the program and infants. Poorly organized space demands attention to management, safety, and equipment. Keeping in mind that an infant center is not a classroom, arrange and promote a home-like nurturant haven that encourages healthy growth and development. A clean, cheerful, well-designed center or room that clearly shows a teacher in control (Stewart, 1982) is a welcome sign to parents and infants.

REFERENCES

1. Epstein, C. Classroom Management and Teaching: Persistent Problems and Rational Solutions. Reston, VA: Reston Publishing Co., 1979.

2. Fowler, W. F. Infant and Child Care: A Guide to Education in Group Settings. Boston: Allyn and Bacon, Inc., 1980.

3. Howell, R. G. and R. L. Howell. Discipline in the Classroom: Solving the Teaching Puzzle. Reston, VA: Reston Publishing Co., 1979.

4. Stewart, L. S. "The Real World of Teaching Two-Year-Old Children." Young Children. 37, No. 5. (July, 1982, 3-13).

5. Todd, V. E. and H. Hefferman. The Years Before School: Guiding Pre-school Children. New York: MacMillan Publishing Co., 1977.

6. Weiser, M. G. Group Care and Education of Infants and Toddlers. St. Louis: C. V. Mosby Co., 1982.

NOTES
on
INFANT SETTINGS

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

ECONOMIC AND CREATIVE NUTRITION FOR YOUNG CHILDREN

by

Mary Kent Davidson
Child Development Specialist
Georgia College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Martha Kent Davidson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

When prices at the grocery store are at an all-time high, serving groups of children nutritious food while staying within a budget becomes quite a challenge. Because all foods are expensive, whether wholesome or non-nutritive, our challenge is to become good selectors of products that are appealing to young children while adding to their total daily nutritional requirements.

Quality And Quantity

Purchasers of food for young children should be watchful for perishables that are fresh and approved and for foods that are packaged safely. Knowing best protein buys will help provide more for each dollar spent.

The typical American child seems to be taught early to prefer food that is too salty and too sweet. You can prepare food by cutting down on these additives. It is better for the children and for you! Other additives to avoid are artificial colorings, flavorings and sweeteners. Some children react to these.

Young children are often expected to eat larger volumes than their small stomachs can accommodate. It is better to begin a meal or snack with too little on a plate, allowing for seconds, than to overwhelm children with too much. Current nutrition books and pamphlets from health services can be helpful in determining quantities which supply minimum nutritional requirements.

Attractiveness

Children like food with eye appeal. Simple foods arranged attractively are fun to eat and encourage children to try new foods. Variety of colors as well as textures make a meal or snack interesting to eat as well as pleasing to the eye. Young children tend to like food items placed separately on a plate (the potatoes don't touch the beans or meat). I have found that preschoolers will readily eat from a fruit-tasting tray, tasting each fruit on the tray, where each fruit is separated. Many will discard the same fruit if it is mixed together in a fruit cup. The same seems to be true for casseroles. Children like their food simply arranged.

Children As Cooks

I believe in helping children learn to prepare some of their food as young as possible. Early experiences with food can include such activities as: scrubbing fruits and vegetables; spreading soft spreads onto vegetables, fruits or frozen bread; stirring, adding ingredients; and naming foods and untensils used.

Basic rules must exist when children are helping with food. Some I find helpful are:

1. Wash hands.
2. Wear a smock. The number who may participate at once is limited to the number of smocks available.
3. Listen to the adult.
4. Keep hands out of mouth while cooking. This is very difficult for very young children.
5. Hang smock on the back of your chair when leaving the cooking area.

Cooking activities need to be simple. Children need to feel that they have truly helped with most of the food being prepared. Adults need to remember that the end result will not look as finished as theirs; therefore, I try to avoid a model of the finished product.

Around the age of five, children begin to be able to follow a recipe chart or recipe cards if they are simply illustrated with pictures symbolizing what they are actually using. Charts or cards should follow the sequence of items used and steps in the cooking process. One example follows in the recipe section.

Nutritious Snacks

Snack times are very important parts of the day for young children. Children can not hold enough volume at one sitting to last from one meal to the next, and their bodies need the nutrients provided with snacks. That is why it is important to provide nutritious snacks--not empty calories.

Children enjoy helping to prepare their snacks. We often prepare our snack and save it for a total group snacktime. At times, however, we prepare our own snacks in small groups and eat them immediately.

Children enjoy variety for snacks. Some favorites of ours are: peanut butter on apple wedges, celery sticks or crackers. Face Sandwiches*, Apple Toast*, Cheese Popcorn*, wedges of fresh fruits, raw vegetable sticks, Ants on a Log*, Rocket/Candle Salad*, and individual pizzas.

Mealtime Magic

Mealtimes with young children should be pleasant, unhurried, positive experiences. Adults need to provide a variety of foods served simply and attractively. Remember that children need small amounts with seconds available. We ask that children taste every item before receiving seconds. Often a new food is liked, much to the child's surprise.

Children can help prepare something for their meal such as: buttering toast, washing fruits and vegetables, shelling some of the peas, making cookies or pudding, cooking Chinese Fried Rice*, and making Face Sandwiches.* "I made the toast (or another food)" is a happy statement often heard at mealtime.

Summary

Food experiences offer a lot to children. Some experiences are:

1. Socialization
2. Sensory
3. Ethnic
4. Eye-hand coordination
5. Math
6. Science
7. Language

* Recipe included.

When planning meals and snacks for young children, keep in mind that you need to plan for: quality and attractiveness, nutrition (balanced meals), and simple foods that children can help prepare.

Whether children are eating or preparing food, experiences can be enjoyable--even while staying within a budget.

Recipes

This section contains several recipes that are fairly simple for young children to prepare and that are enjoyed by young children. One recipe is illustrated to give one example of how one might use a set of recipe cards with young children. I always color my cards in appropriate colors. For the cards, I use a Manila folder, cut in fourths--one card for each step in the process.

Most of the following can be used as a snack or as a part of a meal.

Rocket/Candle Salad

Utensils: knife, fork, plates, can opener

Ingredients (per child): one-half banana, one pineapple ring, one cherry or strawberry

1. Peel banana half.
2. Cut notch out of pointed end of banana.
3. Place pineapple ring on plate.
4. Stand banana in hole of pineapple ring.
5. Place cherry or strawberry on top.

Face Sandwiches

Utensils: knife for spreading, plates

Ingredients (per child): one-half hamburger bun, desired spread (creamed cheese, peanut butter, margarine), grated carrot, raisins, olive rings or carrot rings, sweet pepper bits (Your imagination is your only limit for decorative toppings.)

1. Cover cut side of bun with spread.
2. Decorate with remaining ingredients to make desired face or design.

Chinese Fried Rice

Equipment: electric skillet, wooden spoon, spatula, small bowl

Ingrediets:
- 2 cups cooked rice
- 4 strips bacon
- ½ cup chopped green pepper
- 2 stalks celery, chopped
- ginger
- garlic powder
- 1 T. soy sauce
- 1 egg

Fry bacon until crisp. Add onion, green pepper and celery; saute; add rice; add soy sauce. Add ginger and garlic powder. Make a hole in the middle of the rice. Add egg to hole and scramble. Crumble bacon into rice and stir together.

Apple Sandwich

Equipment: apple corer, table knife

Ingredients:
- apple
- peanut butter
- raisins

Core apple and cut into donut-shaped slices about one-half inch thick. Put peanut butter and raisins on one slice. Cover with another slice and eat.

Cheese Popcorn

Equipment: popcorn popper, wooden spoon, individual serving containers, large bowl

Ingredients: 1/3 cup popcorn, oil (for popper)
Powdered cheese from macaroni box

Pop popcorn. Place popcorn in large bowl and sprinkle cheese over popcorn. Mix well with spoon.

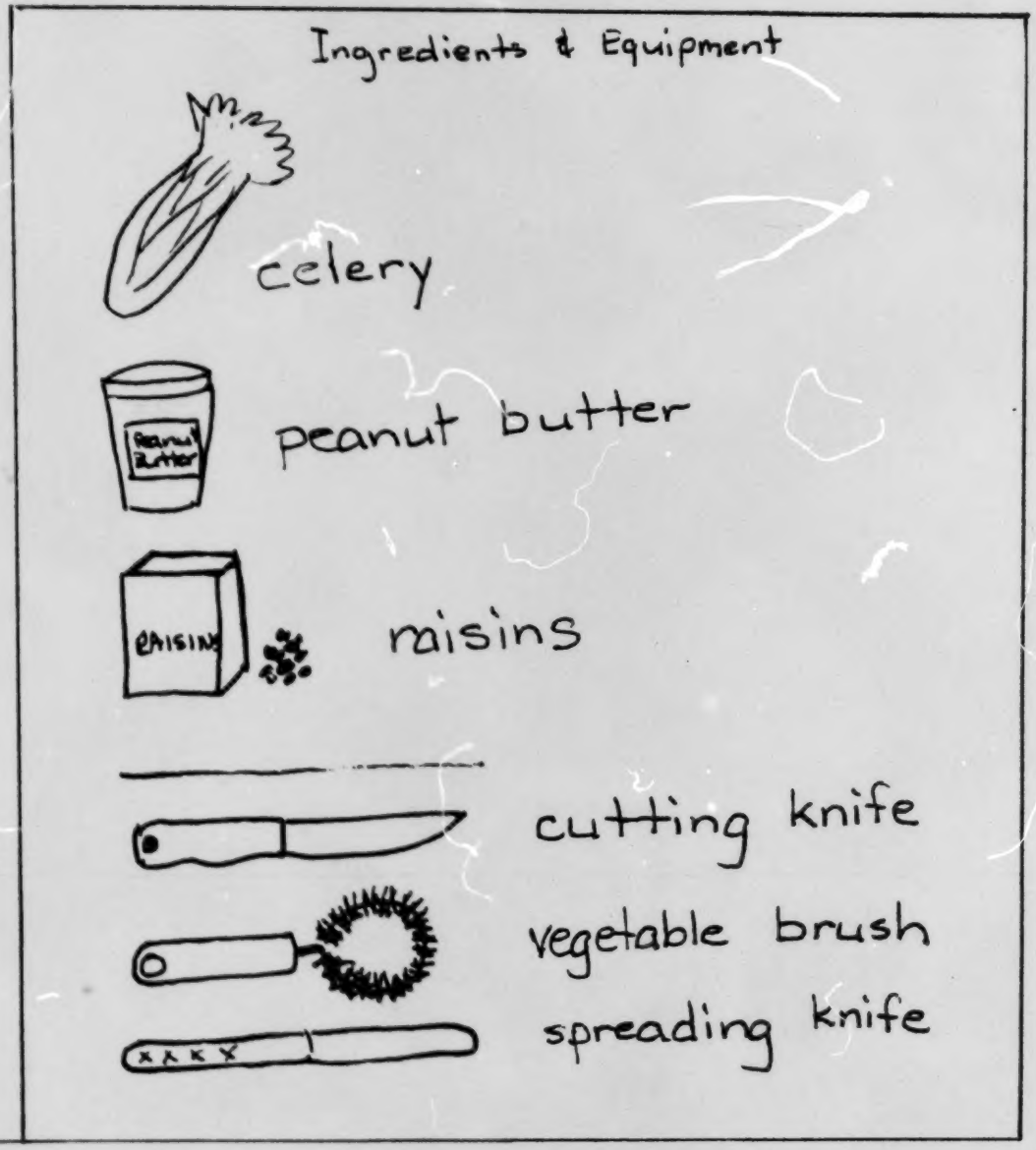
Apple Toast

Equipment: toaster oven or regular oven, cookie sheet, spatula, knife, corer

Ingredients: apples, cinnamon sugar (1 t. cinnamon & 4 t. sugar, mixed)

1. Core apple.
2. Make one-half inch slices, crosswise, making donut-shaped rings.
3. Place rings on cookie sheet.
4. Sprinkle cinnamon-sugar mixture on rings.
5. Bake at 350° F. for 10 minutes.

Ants on a Log



cut

1

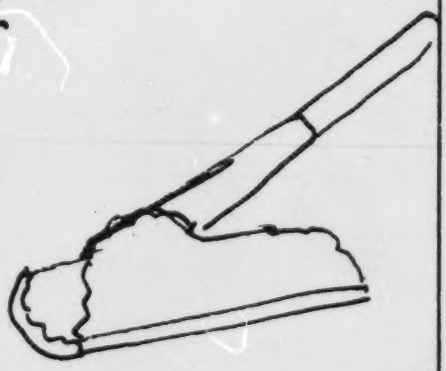
Wash

2

Cut

cut

3.



Spread

4.

Place raisins

NOTES
on
ECONOMIC AND CREATIVE NUTRITION FOR YOUNG CHILDREN

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

ENCOURAGING DECISION-MAKING IN YOUNG CHILDREN

by

Ann Moylan
Child Development and Family Relations Instructor
Georgia College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J A. Moylan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

Because preschool teachers and parents have different values and priorities, they may handle similar situations in very different ways. Following is a list of situations in which a teacher or parent might encounter. Please read each situation and choose the response or responses that you might use.

What would you say if a preschool child (John) hit another child (David)?

A. "John, I know you feel angry at David, but I can't let you hit him."

B. "Look at David's face. He is sad/mad because you hit him."

C. "David doesn't like to be hit."

D. (Other).

What would you say if a preschool child (Sara) snatched a toy away from another child (Jean)?

A. Wait until Jean is finished and then you can play with it."

B. "Jean, you've had a long turn; now let Sara have a turn."

C. "Sara, that makes Jean angry when you take away a toy which she is using."

D. (other).

What would you say if a shy child (Beth) was standing outside of a play group?

A. "Beth would like to play, too."

B. "Beth, why don't you help dress the babies for the trip?"

C. "Beth is sad when you don't let her play with you."

D. (other).

Did you find it difficult to eliminate any responses? Did many of them sound familiar? Most of the responses are fine. They are things we say and things we hear other teachers say. Your choice would depend on the children involved, more specific details of the situations, and your values and priorities. My basic premise, however, is that each of the above responses does the child an injustice. In these examples, the teacher or parent is imposing or suggesting the solution. We need to help the child come up with his own solutions. What happens to the child who is used to having an adult suggest the solution? When that adult is not present, the child is left without the resources he needs to make a decision or solve a problem. He has not developed his own skills.

Ours is a very complex and rapidly changing society. That is news to no one. Consequently, no generation can properly prepare the next generation for the world they will live in. No specific set of facts will carry the next generation through even one-fourth of their normal life expectancy. The best we can do, therefore, is to teach our children how to think and how to decide. We must give our children ample opportunities to consider alternative ways of behaving, to make decisions, and to experience the resulting consequences. But how do we begin to train a preschool child in decision-making? In this paper I suggest four ways that adults can encourage decision-making of pre-school children. 1) By teaching certain preceding concepts which will be necessary for further training, 2) By building decision-making opportunities into the daily routine, 3) By encouraging decision-making during interpersonal conflicts among the children, and 4) By encouraging decision-making when dealing with potential problem situations.

Preceding Concepts

Our first task is to make sure that we will be able to communicate our ideas to the preschooler. Thus, we must work on helping him to understand the meaning of such key words as "and", "or", and "not". These concepts of inclusion and negation will be essential in explaining alternatives. For example, "Do you want to do this or that?" "Do you choose this and that?" "Do you want this but not that?"

Other concepts the child needs to understand are those of feelings. The child needs to be able to label his own feelings as well as the feelings of others. Feelings are often involved as a result of one's actions. "How would that make you feel? Happy or sad?" "How do you think Joey might feel?"

The third set of preceding concepts includes helping the child to understand "same", "different", "some", "all", "might", and "maybe". An understanding of these words will be useful to the child as he compares alternative ways of behaving and as he deals with contingent responses. For example, a child whose feelings have been hurt needs to understand that some of the children will play with him, but not all of the children; or that a particular child will play with him sometimes but not all of the time. A child also needs to consider different ways of behaving, and thus the "same-different" concept is an essential one to establish. Finally, a child must be able to predict the likely consequences of his actions. In other words, he will need an understanding of what might happen.

There are a number of ways to introduce these preceding concepts to the preschooler, while at the same time beginning to build decision-making into his daily routine.

Building Decision-Making Into Daily Routines

Greeting - Begin each day by allowing the child to practice some simple decision making. If you are a teacher, you may let them decide where they want their name tag, or where they would like to begin their day. A parent may begin the day by allowing the child to choose a breakfast food or choose what to wear. Beginning the day with a choice gives the child a sense that his thoughts and feelings are important and that he is allowed and expected to make decisions. Greetings often set the tone for the day.

Group Time - Allow the children to pick up a mat and decide where it should be placed in order to make a circle. Not only does this facilitate social decision making (choosing whom to sit by), it also facilitates cognitive decision-making (choosing where to sit to help form the circle).

Plan group times that encourage the children to make decisions and to think creatively. Let children think of things that might happen next in a story. Ask for possible solutions to a problem. Two books which lend themselves particularly well to this purpose are Turtle Tale by Frank Asch and We Were Tired of Living in a House by Liesel M. Skorpen.

Clean-Up Time - Allow children to decide which area they would like to clean up. Clean-up time can be just as productive as any other time of the day. Children who have not played on the block area all day may want to clean up blocks if a matching game is encouraged by matching blocks with the corresponding shape on the shelf. Likewise, children who have not participated in art activities that day may want to clean up the art area in order to use a soapy sponge and water.

Snack Time - When possible, allow the children to decide if and when they would like a snack. Set up a snack table where the children can help themselves when they are ready. (You may still need to decide how much snack they are allowed.)

Dealing With Inter-personal Conflicts - Another area in which adults can encourage the child's decision-making skills is the area of interpersonal conflict. Most adults are likely to respond to conflict in one of the following ways: a) Stop the conflict - "I can't let you hit Carol." b) Direct the children to stay away from each other - "Mary, I'd like for you to play somewhere else." c) Suggest more constructive activities - "Let's go paint a picture/read a book". Again, our problem is that none of these solutions require the child to make a decision. The child is not likely to learn very much by having the teacher impose a solution. I suggest that we follow the steps outlines below. A) Encourage causal thinking - The child is asked to think about his motives. "Why did you hit Carol?" B) Encourage consequential thinking and awareness of emotions - "How might hitting Carol make her feel?" C) Encourage consideration of alternative solutions -"Hitting Carol might be one way to get the toy, but can you think of a different way?" D) Encourage the child to act once an acceptable alternative is found -"That's a good idea - go ahead and try it."

Realize, of course, that you may have to wait until the child has calmed down before you begin "coaching". Realize also that this rather lengthy process of helping the child come up with a solution is not always possible or desirable. There are times when the adult must step in. But using this technique whenever possible will provide your children with invaluable practice at decision-making. The technique can be made a little simpler by limiting the choices. For example, rephrase step B above to ask "Would hitting Carol make her feel happy or sad?"

Avoiding Potential Problems - The manner in which we respond to potential problems can lead to further training in decision-making skills. Responses which are commonly used are:

1. Stop the behavior.
   Example: "Don't run inside."
2. State the rule.
   Example: "We walk inside."
3. State the consequences.
   Example: "If you run inside you might fall and hurt yourself."

By now you probably know what I would suggest you say, but I'll provide this last example:

1. Encourage consequential thinking:
   "What might happen if you run inside?"
2. Encourage awareness of feelings:
   "How might you feel if you fall?"
3. Encourage consideration of alternative solutions:
   "Can you think of a different place to run or way to get around?"
4. Follow through - encourage the child to carry out an acceptable solution which he comes up with:
   "Good idea. We'll save running for outside."

Summary

Young children do not always have a real understanding of all adult language such as the language of emotions (angry), the language of negation (doesn't), or the language of casual relationships (might).

Adults too often do the thinking for the child. The child neither solves his problems nor is helped to discover a solution of his own. Solving a problem for the child does little to help him feel good about himself. He does not experience mastery that emerges when one has solved a problem.

We can encourage decision-making by how we handle interpersonal conflicts, potential problems, and daily routines.

Through carefully guided dialogues, the child can learn to think and decide for himself what to do and what not to do.

Bibliography

Asch, Frank. Turtle Tale. New York: Dial Press, 1978.

Gordon, Thomas. Parent Effectiveness Training. New York: Wyden, 1970.

Hoffman, Michael L. "Moral Internalization, Parental Power, and the Nature of the Parent-Child Interaction." Developmental Psychology, 1975, 11, 228-239.

Riley, Sue Spayth. How to Generate Values in Young Children. Los Angeles: The New South Company, 1979.

Shure, Myrna B. and George Spivack. Problem Solving Techniques in Childrearing. San Francisco: Jossey-Bass Publishers, 1978.

Skorpen, Liesel M. We Were Tired of Living in a House. New York: Coward-McCann Inc., 1969.

Spivak, George, Jerome J. Platt, and Myrna B. Shure. The Problem-Solving Approach to Adjustment. San Francisco: Jossey-Bass Publishers, 1976.

Spivak, George and Myrna B. Shure. Social Adjustment of Young Children: A Cognitive Approach to Solving Real-Life Problems.

NOTES
on
ENCOURAGING DECISION-MAKING IN YOUNG CHILDREN

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

COMMUNICATING WITH PARENTS

by

Dr. Andrew D. Carroll
Associate Professor of Education
Georgia Southwestern College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Andrew D. Carroll
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

What Does Communication Mean?

Communication means more than contact with or between persons. It carries the meaning of understanding between two or more interested parties. That is to say, it connotes not only the receipt of messages but also understanding and response. Communication with parents in a day care or school setting has as its object the children involved and their well-being. Communication then is a two-way street that implies cooperation and understanding between the parties involved in the communication.[1]

Communication has a qualitative aspect as well as a quantitative aspect. Human beings in general have a very positive response to being heard deeply. When you as a day care worker listen very deeply to the inner voices of parents you will be developing a system of communication that goes beyond surface words. While the day care worker is not a therapist, the needs of parents are often met by simply being a good listener. This may be the first step in a good communication system. Likewise, when a two-way system of communication is developed you as the day care worker are able to be heard. The person who works with children all day needs to be heard deeply by parents, also. Many ideas and suggestions for children can be communicated by an almost unheard system of nonverbal communication. You will find, too, as the day care worker that being heard

[1]Savage, John F. Effective Communication. Chicago: Science Research Associates, (1977).

by parents will give great impetus to your work.

This is an important aspect of day care and school programs today. Research has shown that when there is communication between parents and teachers, the programs in day care and school for children are improved. In today's society parents are not willing to release complete control of their children's education to a day care center. At the same time however, they do respect and rely upon the expertise and professional standing of those who work with children. We have moved from the day when parents and teachers could afford to look upon the care of children as separated into the time that is spent at home and the time that is spent in the center. The needs of children call for close cooperation between parents and professional day care personnel.

How Does One Set Up a Good Parent-Teacher Communication System?

First, the center personnel, director, teachers, and others must support an open program of parent involvement. The development of the attitude of openness stems from feelings of security on the part of the center personnel that their care and understanding of young children are based on proven methods based on good research in day care administration. An appreciation of the feelings of parents also helps the day care person to accept parents fully into the program and to communicate with them openly about the operation of the program for their children. When an attitude of openness, based on the security of one's own knowledge of children and the need for parent 'involvement', underlie our efforts at communication, good communication becomes a reality in the day care operation.

What Are Some of the Specific Ways to Set Up a Good System of Communication With Parents?

There are many ways to arrange for the specifics of a communication program. One of these is the parent-teacher conference. In day care and nursery schools these conferences should be frequent. They can, of course, be conducted at the school door when a child arrives or leaves, but a more rewarding conference for teacher and parent would be conducted in a quiet atmosphere where a time to exchange ideas is possible. In a parent-teacher conference, teachers should have good records on the child so that they can talk with understanding to the parent about the progress of the child. These records may be anecdotal or they may be more formalized instruments such as screening checklists or inventories. One system used successfully is the one in which the parent is given a checklist to use at home for observing the child. The parent then brings the checklist to the parent-teacher conference for discussion. Parents have reacted positively to this type of aid in talking with

the teacher about the child. Through the use of the parent observation and recording of data, parents have been helped to see the unique behavior of the child and the observation helps the parent in contributing to the conference. During the parent-teacher conference the teacher can give information on the program at the center and the objectives of the program. Lists of books can be provided for reading to the child, activities for the parent to do at home can be provided that will enhance development, and many ideas on human growth and development can be discussed. There are many things that can be planned for a parent-teacher conference that will enhance the communication between parent and day care center.

A second way to communicate with parents is through the parent-group meeting. This has become one of the most used ways to involve parents in the day care center program. This is a good time for the day care center to promote communication between parents as well as communication between parent and center. In these sessions parents discuss how to read to children, specific problems that they encounter in child-rearing, family problems if they wish to discuss them, problems in the greater society that relate to children, and proper expectations for children at this age level. Parents often borrow and exchange learning ideas and materials for use with their children. During the parent group meeting the center may wish to devote part of the time to programs on child development. Many parents want to learn more about healthy child development and no one is more qualified than center personnel when they use community resources to aid them. Often the center can use films and filmstrips to help parents learn how to(1) read to their children (2) how to talk with their children (3) how to listen to their children (4) and how to be with their children. When programs are devised to help parents to learn in a non-threatening environment how to live with their children, the child will be a better student in the day care center or the school. Communication on healthy family activities will promote the health of the child but at the same time it will aid the family in coping with the problems of child-rearing. Through these sessions the parents feel a part of the center's activities and positive communications are possible.

A third way to communicate with parents is by using the parent as a classroom volunteer. The possibility of parents becoming involved in the classroom depends upon each individual center. There are circumstances in which the parent does not have the opportunity for any kind of consistent involvement but usually a program of involvement of some kind can be arranged. One suggestion is that each parent provide snacks for children for one week (or some time length) during the time the child is in the center. In this type of activity the parent works with the center staff on types

of food which children should have, for snack entails a simple study of nutrition. On the days that the parent furnishes the snack the child is the helper in arranging the center for snacktime. Depending upon the age of the child, the time that his/her mother furnishes snack can become a real time for self-concept development. It can also become a good time for the parents to become involved in the operation of the center. Most parents can find time to come for 30 minutes to work with the center in serving snacks. In this activity, each parent has an opportunity to work with the center personnel, to talk with them about the center, to experience some of the problems of young children, to see her own child in the center, and to feel that she has made a contribution to the center's operation. It is through activities like this one that good bases are built for communication with parents in a non-threatening situation. Parents are delighted to take on this responsibility and it gives center personnel many good opportunities for working with the parent on a one-on-one basis.

A fourth way to communicate with parents is the regular newsletter. This activity can be as simple as a typed letter to parents or it can be a more formal publication that goes to parents on a regular basis. Usually the letter to parents that is simple can be done quickly and it can be done on subjects that need to be treated immediately. Students carry the letters home, depending upon the age of the child, or it can be handed to those who pick up the children or bring them in the morning. Subjects such as fees that need to be paid, field trips that are planned, welcome notes asking parents to come and visit the center, and many other things can be put in a newsletter. The more formal newsletter can carry articles written by center personnel on the care of children and new findings about child-growth and development. When parents learn to expect regular news and updates from the center where their children attend, a steady stream of communication is maintained. Children learn, too, that keeping parents informed is an important part of the center's operation.

A fifth way of communicating with parents is through the establishment of a resource room. In a resource room many books for children are available as well as other types of equipment such as records, crayons, etc. for parent use. When the resource room is located within reach of the parents and it is open at times that they are free, the parents will use it heavily. One activity often carried on in the resource room is a presentation for parents on the use of things in the home that promote child growth. Often, too, films on healthy family relationships are available. The resource room might have a director who is available at certain hours for parent consultation, however, the idea of the resource room is often parent-guided self-improvement. It has been found that the most

effective way to help parents to be better parents is through small group, one-on-one, and self-guided activities. The resource room offers all these possibilities for building a full communication system with parents.

A sixth way to communicate with parents is through the one-time workshop that is jointly planned by parents and teachers on subjects of their choosing. Parents enjoy the company of peers when working with center personnel on subjects that they feel are important. When a one-time workshop is announced, many parents will come who might be reluctant to schedule a longer period of time. In a workshop the agenda should be non-threatening. The manner in which the workshop is conducted should be cooperative instead of didactic. Usually parents recoil in a communication system in which they feel extremely inadequate to cope with the subject. For example, a list of statements concerning the topic for discussion could be used by dividing the group of parents into small groups. Some of the statements that have been successfully used are (1) In order to be a good parent, the parent must always agree with the child. (2) A parent can help a child to grow by listening carefully to what he says. (3) A parent can help to develop good listening habits in a child by encouraging learning tasks that the child can do. (4) Teacher- parent cooperation is the better way for healthy child-growth and development. When parents are given ideas to talk about among themselves good communication is developed among the parents. As a summary, the center personnel can pull the big group back together and listen for different viewpoints on the statements discussed. The center personnel, too, at that point can offer professional ideas that clarify good responses to the statements discussed. It is rare that all parents would agree on everything, but by discussion and suggestion of good reading materials as follow-up, center personnel can communicate positively with parents.

A seventh way to communicate with parents is the weekly follow-up letter that is specifically related to what has been accomplished that week in the center. This follow-up letter can be simply a summary of the activities or it may be specific instructions that the child and parent may follow together for learning at home. For example, what was done in science or social studies, or mathematics helps to keep the parent involved and informed. Today, much commercial material is available that includes information packages for parents both in English and in other languages. Parents have responded positively to the consistent program of follow-up letters that have accompanied their child's activities at school.

Problems in Communicating with Parents

It is possible to encounter problems in a system of

communication with parents. Many of the problems can be avoided, however, when there is a well-planned communication system. Involving parents in the planning of programs and activities will often lead to clearer understanding and fewer problems. Frequent parent-teacher conferences aid in minimizing misunderstanding. Problems of timing can be solved when teachers and parents work together in planning conferences. When parent meetings are scheduled or workshops are planned, center personnel need to be cognizant of the working habits of parents. Likewise, meetings should not be scheduled at the center when there is a time conflict with other essential meetings in the community.

When a regular newsletter is used, it should be clear, precise, and to the point. Humor in good taste may also be a part of a good newsletter.

When a resource room is available parents need to know the exact hours of operation, and they need to know the rules for the use of material. Clear rules for the use of the resource room will help one to avoid problems that might otherwise arise.

When parents work in the classroom as volunteers, preparation will help them to be more useful and it will help to reduce misunderstandings.

Problems in communication can be few when there is a definite effort made to help parents to learn about the center and to learn more about their children through many of the activities listed above in this paper. Here are some general rules that will help to minimize problems in parent-teacher communication:

1. Know your parents well. Plan activities that will help them to understand what your goals are for the day care center and the children.

2. Be sure that you listen a great deal when communicating with parents. Communication is a two-way process and parents have much to offer.

3. Plan activities for parents at the center that will help them to feel comfortable in coming to that center and talking with the day care personnel.

4. Center communication on subjects of interest to parents:
   a. Child's safety at the center.
   b. Workers have real concern and love for children
   c. Good programs of growth and development for children.
   d. What parents can do at home to aid the center in its program.

Summary

There are many ways, as can be seen, to communicate with parents. Many have been listed above and there are many more. Communication can be quantitative as well as qualitative. While there should be many activities that enhance good communication with parents, it may be the quality of the act that is the most important. For example there are certain qualities in positive communication.

One of these is inherent in the type of listening that we do. Listening is[3] described as being either active or passive. Passive listening occurs when one perhaps only half-listens. When concentration is not present and the listening is more out of courtesy than interest, the listening may be called passive. On the contrary, when listening is active one exhibits concentration on what is being said and the reason for its being said. There is no evidence of hurriedness in active listening. When we communicate with parents about their children we are communicating about the people in their lives who are of the greatest concern for them. Therefore, from their perspective, they view the quality of communication in relation to their feelings about their children. One of the great problems of society today is the hurried pace with which we are often forced to operate. This is true of both teachers and parents. We must as workers with children and their parents demand the time to listen actively to parents and to children. As workers with parents and children, our communications will be more qualitative when we take the time to listen.

It is possible to develop a quality communication system with parents when we schedule conferences at times when discussion can ensue in an unhurried situation. Willingness to give time to parent group meetings that insure adequate discussion time helps parent and teacher to develop better communications. When parents can take the time to volunteer for activities in the center, better communications come about. When we consciously prepare to communicate with parents we will do a better job. It is also true that positive communication includes that honesty which is the basis of all good communication. That honesty is possible when we have careful records of the children and the professional understanding that comes from study and work with children. When parents and teachers have correct information about children and themselves, good communications become a reality.

---

3 Rogers, Carl B. Carl Roger on Encounter Groups. New York: Harper and Row, Publishers, (1970).

References

Berclay, John G. Parent Involvement in the Schools. Washington: National Education Association, (1977).

Rogers, Carl R. Carl Rogers On Encounter Groups. New York: Harper and Row, Publishers, (1970).

Savage, John F. Effective Communication. Chicago: Science Research Associates, (1977).

NOTES
on
COMMUNICATING WITH PARENTS

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

STORYTELLING TECHNIQUES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sharon K. Meinhardt
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Sharon K. Meinhardt
Early Childhood Regional Consultant
Georgia Department of Education

Cooperative Extension Service/Rural Development Center

Storytelling is one of the young child's first experiences with the literary arts. This fact puts a great responsibility on the teachers of young children. A storyteller must be prepared to meet this challenge. The following tips will help insure that the story experience will be rewarding for both the storyteller and the audience.

Preparation

Choose the story carefully. Be sure the plot, characters and ideas are appropriate for the age, developmental level and maturity of the group. Children who have been exposed to stories throughout their lives will probably have longer attention spans and more fully developed imaginations.

Be thoroughly familiar with the story. If the story rhymes or is alliterative it is probably most effectively shared by reading it as it is written. If sentence structure and word selection are not important characteristics of the story then it may be told using one of several techniques. To aid the memory and to assure storytelling success, cue cards are always appropriate.

Be sure the group is ready to listen. Story time should be a part of the group's regular routine at least once every day. Sit where all the children can see and be seen-eye contact is a most important factor in effective storytelling. Allow time for all children to get settled and comfortable before beginning the story - this alleviates interruptions once the story has started.

The voice is the most important tool for telling stories. Use lots of expression, varied volume and different "voices" for different characters if there are only a few. A clear, distinct voice can do much to enhance the story and make it come alive for the children.

Gestures, when appropriate, and other types of body language including facial expressions help children create images of the story's characters and actions in their minds.

When using any kind of prop or storytelling aid, ease of use and appropriateness of the material are crucial for success of the storytelling experience. Props should be handled in such a way as to allow all children to see them and manipulated at appropriate times during the story. Story props should be of sufficient quality to last through many tellings and provide opportunities for the child to use them in retelling the story themselves.

TECHNIQUES

Reading A Story

Set the mood for the story prior to beginning to read. Capture and maintain attention by using lots of facial and vocal expression. Be sure the book is turned toward the children so that the pictures can be seen at all times. Use the story book as a prelude to some type of learning experience or class discussion.

Telling A Story

A story told completely from memory can be a most enjoyable experience for young children. Stories shared in this manner must be carefully selected and must be completely familiar to the storyteller. Good stories for telling from memory are experiences from the storyteller's childhood, an original story made up by the storyteller or one about animals or characters with which the children are familiar. An excellent story for sharing using this technique is Margaret Wise Brown's The Whispering Rabbit. This story is most effective when told from the rabbit's perspective using a whispering voice. Other animals voices should be appropriately characterized. Sequence and the main idea may be recorded on cards to aid the storyteller's memory.

Flannelboard Stories

A favorite storytelling technique through the years has been the flannelboard story. Limit characters to only those central to the story. Scenery and background props are usually unnecessary. Place only the characters directly involved in the action on the board and remove them when appropriate.

End the story in such a way as to completely clear the board when the story is over. If the flannelboard characters are sufficiently durable they should be placed with the flannelboard in the library center so that children have an opportunity to retell the story. Flannelboard figures that are highly durable can be made from pellon, felt or felt-backed paper.

Magnetic Board Stories

This technique is a variation on the flannelboard story. Characters or figures are made using tagboard or cardboard and placing a small piece of magnetic tape on the back. A metal file cabinet or desk makes a good magnetic board. Magnetic tape is available from sign shops and office supply stores at a modest price.

Flip Chart Stories

Stories can be illustrated on seperate sheets of paper and bound together in sequence to create a book. The text of the story is attached to the back of the preceding page so that it can be read from behind.

Scroll Stories

This method of storytelling involves placing the illustrations for a story, in sequence, on a roll of shelf paper so that the story progresses as the paper roll is turned. Be sure the pictures are placed on the paper so that they roll from left to right and are spaced so that one picture is completely out of sight when the next one appears. A scroll stand can be easily made by cutting two lengths of dowel slightly shorter than the cardboard paper roll and nailing them to a piece of plywood or other flat board.

Story Board

Pictures from a story are attached in sequence from left to right and top to bottom to a large piece of poster board. The storyteller points to each picture as the story progresses.

Picture Cards

Stories can be told by attaching a picture of each main idea or character in a story to a tagboard card. The pictures are then shown in sequence as the story is read from the back of the card or told spontaneously.

Stick Puppets

Story characters can be illustrated on tagboard and attached to a small stick. Each child may be given a puppet for small

group responses or the teacher may hold up each puppet at the appropriate time according to the story. This method is especially effective with a story which incorporates lots of animal or easily reproduced sounds.

Rebus Story

Pictures are used to substitute for words in a written story. The children "read" the pictures and supply the appropriate words.

Taped Stories

The storyteller records a story onto a cassette. The tape may be used to accompany some of the methods suggested above or may be used with a story book. Provide some cue to the child so that the pages are turned or characters moved at appropriate times.

Box Story

This method is useful with a story which has one main character and four or five other characters. A picture of each character is mounted on a side of the box in order of appearance in the story, the last character is placed on the top of the box. Turn the box as characters are introduced in the story.

Chalk Talks

As a story unfolds it is drawn on a chalkboard. This method usually works best when the story describes one main character or several small parts of the story are drawn and connected or related to a larger overall picture.

Dramatization

The storyteller assumes the role of the main character of a story and relates the story from the first person perspective. Costume props help to enhance the story and aid children in relating to the character.

Role-Playing

This storytelling method is similar to dramatization, but involves the audience in acting out the story. The children participate by assuming the roles of the characters and providing appropriate sounds and/or actions. This method is most effective when telling a story with which the children are familiar.

Singing Stories

Some stories have been passed along through the years in song.

These are still some of the best-loved stories known to those who work with children. It is often effective to introduce a song to children by telling the story first and then teaching the tune. Stories of this kind should become a part of the children's song repertoire.

Pre-reading Skills

Storytelling lays the foundation for the development of the skills necessary for reading. These skills include left-to-right progression, top-to-bottom orientation, sequencing, main idea, context clues, sentence structure and vocabulary expansion. Each of the storytelling techniques suggested in this session provide opportunities for these skills to be introduced and reinforced within the context of an exciting, pleasurable experience. What better way to assist a child in the development of a lifelong skill - reading!

NOTES
on
STORYTELLING TECHNIQUES

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

IDENTIFYING SPEECH AND LANGUAGE DISORDERS IN YOUNG CHILDREN

by

Diane Andrew
Speech-Language Pathologist
Valdosta State College

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Diane Andrew

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

NAMING NOUNS

Children with little or no speech should first be exposed to naming things -- the use of nouns. Concrete objects are usually more vivid than pictures, and can be handled, turned, and inspected, providing a more immediate experience than a picture might. The teacher should have a box of objects to show, things common to the child's experience. At first the items are shown and named by the teacher; then the child repeats the names. Once the names are known, objects can just be shown by the teacher and named by the children. Then, the children can search in the "object box" for objects named by the teacher or by another child acting as a "teacher." Later on, naming games can move from concrete objects to pictures, again letting the teacher first name the pictures before the child shows and names them by himself.

Often the teacher can elicit a name for an object by using what are called "carrier phrases." Instead of directly asking a child " hat is this?" the teacher says, "Here is a --," or perhaps, "I see a --," so that the child only has to fill in the proper object word. An object's use may also be implied in a longer carrier phrase. For example, while pointing to a vase the teacher says, "Look at the glass thing to hold flowers; it is called --," and the child is to fill in the ending with the noun "vase."

A variation of this type of naming game that taxes visual memory is to have a child observe and name a number of objects in a given classification (for example, plastic fruit on a table). The teacher removes one of the objects as the

child turns his back, and then asks him to name the missing object. Further variation can be added by withdrawing more than one object from the group and asking the child to name two, three, or more of the missing items.

NAMING: ADDING A WORD

This game encourages children to add either a verb or an adjective to commonly used nouns. For example, the child might be asked to name the color or other attribute of objects handled or shown by the teacher: "red ball," or "a big dog." The use of verbs is encouraged by questions like "what can the knife do?" or "what color is the dog in the picture?"

PICTURE READING

As part of the "name and add a word" game, the teacher can use pictures to encourage the children to do what might be termed "picture reading." Pictures are placed on a board in front of the children, and the teacher encourages them to use nouns, verbs, and adjectives to describe what they see. For example, if the board contains discs of various colors, pictures of animals, and a picture of a man running, the teacher can lead a child to say, "the brown dog is running" by pointing to the right sequence of items.

A variation of this game can be used to help a child learn sight reading. Each picture is accompanied by the word it represents, so that the child begins to acquire the spoken words representing the noun, verb, and adjective, as well as visual impression of the printed words.

A HOUSE IN THE CLASSROOM

Children can be encouraged to remember and to acquire prepositions by using lining tape (Scotch brand tape #471) on the classroom floor to create a "house." The house should contain openings for windows and doors (front and back). Outside the simulated house, contact-paper "flowers" may be cut and pasted to the floor for a "garden." In front of the house there can be a sidewalk, represented by parallel lines of tape. As the children learn the game the floor plan can be expanded to include other rooms or perhaps a garage or a car. Once the house is completed, it will serve as the base for innumerable language and listening games.

The teacher can initiate directions like "Johnny, go out of the front door to the garden, pick a flower (simulated picking motion), and return to the inside of the house. For younger or less able children, of course, the directions must be simpler and gradually built up to the more complex direc-

tions. The game could start with "Go out the door, and come in the window," or "Go out the back door and return by way of the front door," and move up to "Go out the front door to the sidewalk and look for the postman."

Once the children have learned the game, they can practice giving themselves simple directions. "Mary," a teacher might say, "Tell yourself to do something and then do it." The child might respond by saying, "I will go out the window to the garden." The other children and the teacher can watch as she tries to follow her own directions. At first a child should be encouraged to "talk himself through the action"- that is, talk while he does it as well as before doing it. Later the child can be asked to carry out the action silently, after giving himself verbal directions.

Eventually children can learn to take and give directions among themselves, with the observing children acting as evaluators.

TELEPHONE GAME

In this game, children pretend that they are in a telephone conversation. The game encourages language production independent of gesture communication. Play telephones can be used, or inexpensive tin can and string phones that actually transmit sound can be built. Telephone games should be started with the teacher initiating and directing simple conversations. Once familiar with the game, children can conduct both sides of the make-believe.

The game should start with standard phrases like "Hello, who is this?" Next, everyday topics can be covered: "Can you come over?" And finally, more complicated themes can be presented, like "Explain to Johnny how you bake a cake."

CONVERSATION BOXES: SITTING IN A CAVE

One of the primary needs of children -- a need seldom satisfied by the school or home environment -- is the desire for privacy from adult inspection and supervision. Children frequently meet this need in curious and even dangerous ways by crawling into small places. Abandoned refrigerators are a favorite and often fatal retreat. The need to be alone, without the surveillance of others, should be met if possible. Sitting in an enclosed space with a friend or two promotes and stimulates conversation. Thus, a school room, backyard, or school playground should have small boxes, "caves" and other small but safe enclosures that will hold one to three children.

In some playgrounds one of the authors has developed, small

cave-like, plastic-lined enclosures have been placed in the side of hills so that children can go without being seen by others to think (a worthy activity, too seldom provided for) or to talk with a friend. Studies conducted at the University of Illinois indicated that children prefer to get into boxes that are relatively opaque and afford privacy rather than boxes that have relatively transparent sides. Packing boxes, attractively painted and scattered around a playground or backyard, provide private places -- "clubs" -- where children can gather and enrich themselves socially as well as linguistically.

SENSORY EXPLORATION GAMES

How does it feel? What does it look like? Interesting games may be played using a sandbox, a piece of fur, some sandpaper, a rock, and a piece of wood. When presented with an object, the child is asked to look at it, feel it, hold it, and otherwise get familiar with it through his senses. He is then asked to describe the object using as many words as possible. The rest of the class judges the accuracy of the word pictures (adjectives) he uses.

Further modification can be made in the game by having a child describe something and then asking the listening children to select the thing which has just been described from a group of objects. Again, the rest of the children can judge whether the "correct" object has been selected, based upon their assessment of the language used to describe it.

WHAT'S THE DAY LIKE?

The teacher can encourage expanded language production by asking children to describe the day in as many words as possible. They can be asked to describe "what it was like yesterday," "What is your favorite day?" The words that stand for various natural phenomena will thus be brought within the child's expanding vocabulary. The children can also be asked how a given day or the weather makes them feel: "How do you feel on a sunny day -- a cloudy day?" Such questions encourage the use of descriptive language, words that explain personal feelings, moods, and emotions.

WORD CLUSTERS

This game uses a specific environment (the circus, the backyard, the kitchen, the park, the zoo) as the stimulus for word use. The children are asked to think (individually or collectively) of words "naturally belonging" within the scene described. "What are some 'zoo words'?" or "What are words about things seen, heard, or smelled at the circus?" and similiar questions can encourage children to think and to talk with greater facility.

ACTIVE VERB GAMES

A number of games can encourage verb usage. For example, children can be asked to think up their own movements, say them, and then perform them. The children who are listening should determine whether the correct word was paired with the correct action.

More complicated physical performance games can be attempted once the game is understood. One child can be asked to watch another perform, while a third child stands with his back to the action. After the performance is completed, the observing child tries to describe the occurence to the child who had his back to the action. The quality of the verbal communication can be determined by the teacher, or the other children can be encouraged to evaluate the description. Two-way (the listener asks questions) as well as one-way communication may be used in this type of game.

SOUND AND LISTENING GAMES

In these games, the teacher makes a noise -- crumpling paper, hitting a triangle, beating a drum -- and then asks the children, one by one, to describe what they heard.

Next the children are asked to turn their backs while the noise is being made, and then talk about what they heard. Later on, the children can get directly involved by saying what noise they will make, making it, and asking another child (whose back is turned) to say what sound was made.

When the children are ready, the game can be made even more complicated by making more than one sound in succession. In this way, short-term auditory memory is improved. A child may be asked to describe what occurred in the correct sequence. They may also be allowed to face the action and try to remember (in order) what happened when two, three, or even four sounds are presented separately. In this way short-term auditory memory and sequencing are encouraged.

All these games can be reversed by asking a child to state what noise or noises he would like to hear. The listening children can try to reproduce the noises in the correct sequence. The "noise-makers" are then asked to state what noise(s) they made.

LIFE EXPERIENCE AND LANGUAGE

The teacher initiates this game by "tapping in" to children's real experiences, asking them to describe what they have done: "What did you do last weekend?" "What was your summer vacation like?" "What are you going to do?" or "What are your plans for the holiday?"

Initially, crude explanations are acceptable, but gradually the children should be urged to provide more detail in sentences of increased complexity. These activities can be accompanied by requests for drawings of the experience or for written explanations of what occurred, if the children are up to it. One child could draw a picture of what he or his family has done, and the other children can try to describe what the picture represents to them. The child who drew the picture can confirm whether explanations correspond with the actual event as he experienced it.

CONSTRUCTION AND SEQUENCING

Numerous activities can help children learn correct sequencing of verbal information. For example, a chain of paper rings can be assembled with the children deciding and verbalizing about what steps are needed in the process. Later they can be asked to recall the stages of construction and repeat them verbally. Listening children can evaluate the efforts of those describing the process of the "construction project."

Sequencing activities can also involve requests to draw a series of pictures, perhaps depicting some life experience. The pictures are placed in the proper order and the child is asked to describe what happened. If you prefer, there are several commercially produced language enrichment kits that contain picture-sequence stories for classroom use.

WHO, WHAT, WHERE, WHEN, WHY?

As a story is read to a group of children, the teacher can stop periodically and ask his listeners the classic journalist's queries. The children can be scored on the accuracy of their responses in informal or formal ways by the teacher, or by the other children.

REFERENCES

Curran, J. S. & Cratty, B. J. Speech and Language Problems. Denver: Love Publishing Co., 1978

NOTES
on
IDENTIFYING SPEECH AND LANGUAGE DISORDERS IN
YOUNG CHILDREN

FIRST ANNUAL EARLY CHILDHOOD INSTITUTE

INEXPENSIVE AND CREATIVE LEARNING MATERIALS/ ACTIVITIES (Age 3-5)

by

Martha Lou Royer
Early Childhood Educational Consultant

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Martha Lou D. Royer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cooperative Extension Service/Rural Development Center

As teachers and parents plan learning experiences for children, it is important that they recognize the children's ability to communicate, create, think, and make decisions for themselves. A stimulating, challenging, meaningful, and exciting child-centered classroom will allow for the use of these abilities. A teacher who is interested in providing this type of learning environment will provide a variety of learning experiences and materials. The learning materials can be in the form of games and manipulatives, many of which can be developed inexpensively by the teacher.

A creative teacher can develop materials which will "tailor fit" the needs of individual children. The games can foster the child's development in the areas of motor skills, mathematical concepts, language skills, science concepts, social studies, reading readiness, and sensory perception. The games and materials can be used for group instruction, individual instruction, independent learning centers and meeting individual needs.

HELPFUL HINTS FOR DEVELOPING MATERIALS

Because preparing games and learning materials for children take a lot of time and organization on the part of the teacher, it is important to conserve your time and energy. Maybe these tips will help:

1. Plan games on a general pattern with simple directions which will promote independent use by the children.
2. Select individual storage containers for each game which

will allow for easy storage and usage. (Lids of unattractive boxes can be covered with brightly colored and interesting patterned contact paper.)

3. Label all boxes with the title of the games and the directions. Although the children cannot read the directions are necessary for the adults who work with the children.
4. Store the games according to the skills, concepts, and topics which they represent. Color coding could be considered.
5. Cover the game parts with clear contact paper to protect them against soil and wear. The use of a laminating machine will save time.
6. When using poster board for game boards, select board which is white on both sides or colored on both sides. This will enable you to use both sides as a reversible game board. This will also keep your materials expense down. Example: Dominoes with animals on one side and shapes on the other.
7. Make several games at one time to avoid gathering materials for just one game.
8. Make games that are flexible and adaptable. Use your time wisely by making games that can be used to develop a variety of concepts. Example: One game board can be used with different spinners or sets of game cards.
9. Make games that will develop more than one concept or skill at the same time. Example: Lacing, shape cards, eye-hand coordination, fine motor development and shape recognition.
10. Remember to keep in mind the interests, abilities, and needs of the group of children for whom you are preparing materials to insure appropriateness and meaningfulness of activities and materials.

CONCEPTS FOR TEACHER-MADE GAMES AND MATERIALS

Sorting, Classifying
Size
Shape
Sequencing
Matching
Numbers
Numeral-Objective
Alphabet
Letter Sounds
Rhyming Words
Ordering- 1st, 2nd, 3rd
Likenesses and Differences
Part/Whole Relationships
Puzzles
Days of the Week
The Calender
Color
Animals
Weather
Feelings
Nutrition
Health Care
Eye-Hand coordination
Gross Motor Development
Fine Motor Development
Sensory Development
Flannel Board Activities
Puppets

SUPPLIES

Index Cards
Construction Paper
File Folders
Posterboard, Tagboard
Markers
Rubber Cement
Paste
Glue
Scissors
Pizza Wheel Boards
Boxes
Bleach Jugs
Milk Jugs
2 Liter Plastic Bottles
Pringle Cans
Coffee, Shortening Cans with Plastic Lids
Bottle Caps
Fabric Scraps
Pine Cones
Egg Cartons
Paper Plates
Half Pint Milk Cartons
Pelon
Felt
Paper Bags
Popsicle Sticks
Tissue and Paper Towel Tubes

NOTES
on
INEXPENSIVE AND CREATIVE LEARNING MATERIALS/ACTIVITIES
(AGE 3-5)

The information contained herein is for educational purposes only. Reference to commercial products or trade names is made with the understanding no discrimination is intended and no endorsement by the Corperative Extension Service is implied.

Additional copies of these proceedings may be purchased for $10.00 each. Requests should include a check made payable to and mailed to:

CHILDHOOD INSTITUTE/RDC
P. O. BOX 1209
TIFTON, GA 31793

The Cooperative Extension Service, a unit of the University of Georgia College of Agriculture, offers educational programs, assistance and materials to all people without regard to race, color or national origin.

AN EQUAL OPPORTUNITY EMPLOYER